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ABSTRACT

A detailed description is provided of the variable teacher job satisfaction (JOBSAT), which is part of the analysis in phase I of the Evaluation of Practices in Individualized Schooling. The variable is defined; the questionnaires on which the variable is based are listed; the procedures used to scale the variable are explained; the distribution of the variable in the 156 individually guided education (IGE) schools which participated in Phase I is described; and the internal consistency of the variable is reported. (Author/MH)

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Technical Report No. 484

PROCEDURES USED IN PHASE I OF THE IGE EVALUATION
TO SCALE THE VARIABLE TEACHER JOB SATISFACTION

by Gary G. Price, Terence C. Janicki, Judith A. Howard,
Deborah M. Stewart, Anne E. Buchanan, and Thomas A. Romberg

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Evaluation of Practices in Individualized Schooling

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Abstract

This report provides a specific discussion of a variable that is part of the analysis in Phase I of the Evaluation of Practices in Individualized Schooling. The name of the variable is Teacher Job Satisfaction (JOBSAT). Included in this discussion is a verbal definition of the variable, a list of the questionnaire items on which the variable is based, a technical explanation of the procedures used to scale the variable, a description of the distribution of the variable in the 156 schools that participated in the Phase I study, and the internal consistency of the variable. Most readers would find it useful to read Technical Report No. 475, Overview of School and Unit Variables and their Structural Relations in Phase I of the IGE Evaluation, before beginning this one.

This Technical Report provides a detailed description of the variable, Teacher Job Satisfaction (JOBSAT). The description includes a verbal definition of the variable, a list of the questionnaire items on which the variable was based, and a technical explanation of the procedures used to scale the variable. The report also contains a description of the distribution and the internal consistency of the variable. This variable, among others, is part of the analysis in Phase I of the Evaluation of Practices in Individualized Schooling. Phase I, which is a study of 156 Individually Guided Education (IGE) schools, is the large sample part of the overall evaluation effort. Further explanation of the Phase I study and an explanation of the relationship of this variable to the Phase I analysis is given in Technical Report No. 475, Overview of School and Unit Variables and their Structural Relations in Phase I of the IGE Evaluation.

Verbal Definition of the Variable

Teacher Job Satisfaction (JOBSAT) is a school-wide measure of teachers' satisfaction with a variety of aspects concerning their school and their profession.

Explanation of Variable-naming Conventions

This measure, like most of the variables used in Phase I of the IGE evaluation, is a composite of items taken from several different instruments. The names and identification numbers of the respective instruments are given in Table 1, along with other information. The instruments numbered 11, 17, 51, 52, and 53 were given to all staff members¹ of each school studied, and were to be filled out individually. One copy of Instruments 22, 25, and 26 was given to each of the I&R units² studied (two I&R units from each school, one that included second grade students and one that included fifth grade students). These instruments were filled out by the unit as a group, after they reached consensus. Instruments 23 and 24 were given to teachers of the I&R units studied and they filled them out individually. One copy of Instruments 16 and 21 was given to the IIC of each school, and was filled out by the IIC as a group. Instrument 13, a questionnaire about the entire school, was filled out by the principal of the school.

In order to keep track of information collected from different sources, it was necessary to develop some complex conventions for naming variables. Those conventions are explained here. The abbreviated name of each item and each variable contains eight or fewer

¹Includes all professional personnel (i.e., not aides) assigned at least one-third time to the building in both the 1976-7 and 1977-8 school years.

²Includes all professional personnel (i.e., not aides) assigned at least one-third time to the I&R unit in both the 1976-7 and 1977-8 school years and directly involved in planning instruction for the unit students in reading, math, or language arts.

Table 1
Instrument Identification

Test booklet	Instrument	Instrument number	File	Respondent
General staff questionnaire	IGE implementation survey	11	H	School staff members
	Staff background	17	H	School staff members
	Assumptions regarding conditions of schooling	51	H	School staff members
	Job satisfaction survey	52	H	School staff members
	Assumptions regarding learning and knowledge	53	H	School staff members
Unit staff questionnaire	I&R structure and function	22	A,B	Unit as a group
	Record keeping and regrouping	25	A,B	Unit as a group
	Instructional time and objectives	26	A,B	Unit as a group
	Role of staff teacher	23	F,G	All unit teachers
	Instructional practices	24	F,G	All unit teachers
IIC questionnaire	IIC structure and function	21	C	IIC as a group
	Demographic background	16	C	IIC as a group
IGE schools questionnaire	IGE schools questionnaire	13	C	Principal

characters, in order to be readable by computer. The first character of each item and variable name is a letter that indicates the case for whom the item or variable is a measure. In this discussion, variables include information from two or more questionnaire items or transformed information from one item. Items coming from a common source (i.e., the same respondents) were collected into a common data file whose name corresponds to the first letter in the names of all items collected in it. There were six such files. Those files, described in terms of the cases to which they pertain and in terms of their respective alphabetic codes, are:

- A I&R units containing 2nd grade students (the I&R unit as a case).
- B I&R units containing 5th grade students (the I&R unit as a case).
- C The entire school as a case.
- E Individual teachers of I&R units containing 2nd grade students.
- G Individual teachers of I&R units containing 5th grade students.
- H Individual staff members employed by the school.

Item names. The second character in all item names is the letter "V," which distinguishes item names from names of other variables. The third and fourth characters in item names denote the number of the instrument of which the item is a part (see Table 1). The fifth, sixth, and seventh, and in some cases, eighth characters in item names contain the identification number of the item within the instrument. For example, Item number 1 from the Staff Background Questionnaire (Instrument 17), which was given to all members of the school staff, is named as follows:

HV17001

- | Item number
- | Instrument number
- | Identifies this as an item
- | File H (includes responses of individual staff members)

Variable names. Variable names, like item names, begin with an alphabetic code that indicates the cases to which they pertain. Following that first character is an abbreviation of two to four characters used by the evaluation staff to denote the major composite of which the variable is a constituent. Subsequent characters identify the position of the variable in the scaling operation. For example, one of the constituents of the Intraorganizational Structure composite (IOS) is named as follows:

C IOSA02

- | Second indicator of Part A (whether principal is full time)
- | Part A of IOS (personnel allocation and composition of I&R units)
- | Composite name (Intraorganizational Structure)
- | File C (includes measures of the school as a whole)

Some of the composites are measures of the school as a whole, whereas others are specific to both the I&R unit (2nd or 5th grade) and the subject area (math or reading). Composites that pertain to the school as a whole are: Interorganizational Relations (IOR), Procedures Fostering Coordination and Improvement of the School Program (GOSB), General Staff Background (GSB), Intraorganizational Structure (IOS), Belief in Individual Differences (INDIV), View of Learning: Constructivism vs. Behaviorism (CVSB), the School's Demographic Setting (DB), General Implementation of the Instructional Programming Model (GOSA), and Teacher Job Satisfaction (JOBSAT).

Composites that are specific to I&R unit and subject area are: Utilization of Curriculum Resources (UCR), Information Acquisition (IA), Individualization of Instructional Decisions (IDM), Management of Grouping and of Instructional Continuity (IE), Allocated Learning Time (ALT), and measures of student achievement. In the technical explanations of scaling, composites specific to the 2nd grade I&R unit begin with the letter "A"; composites specific to the 5th grade I&R unit begin with the letter "B." For brevity, a lower case "z" is used as the first letter wherever the explanation of scaling applies to both the 2nd and 5th grade I&R units.

Scaling Procedure

HJOBSAT is a composite derived for each teacher from the 50 items in the Job Satisfaction Survey. The teacher's score was calculated by adding up the number of items which the teacher answered as "satisfied," "quite satisfied," or "very satisfied." Appendix A includes the items used, and Appendix B includes the SPSS commands creating the composite job satisfaction. CJOBSAT is the school mean of the teachers on HJOBSAT.

Distribution and Internal Consistency of the Scaled Composite

Summary statistics for Teacher Job Satisfaction (JOBSAT) in the Phase I sample of 156 schools are: mean = 40.571; SD = 5.079; median = 41.001; actual minimum = 24.60; logical minimum = 0; actual maximum = 50.0; and logical maximum = 50.0. A histogram for JOBSAT is included in Figure 1. The internal consistency (Cronbach's α) of CJOBSAT is .94.

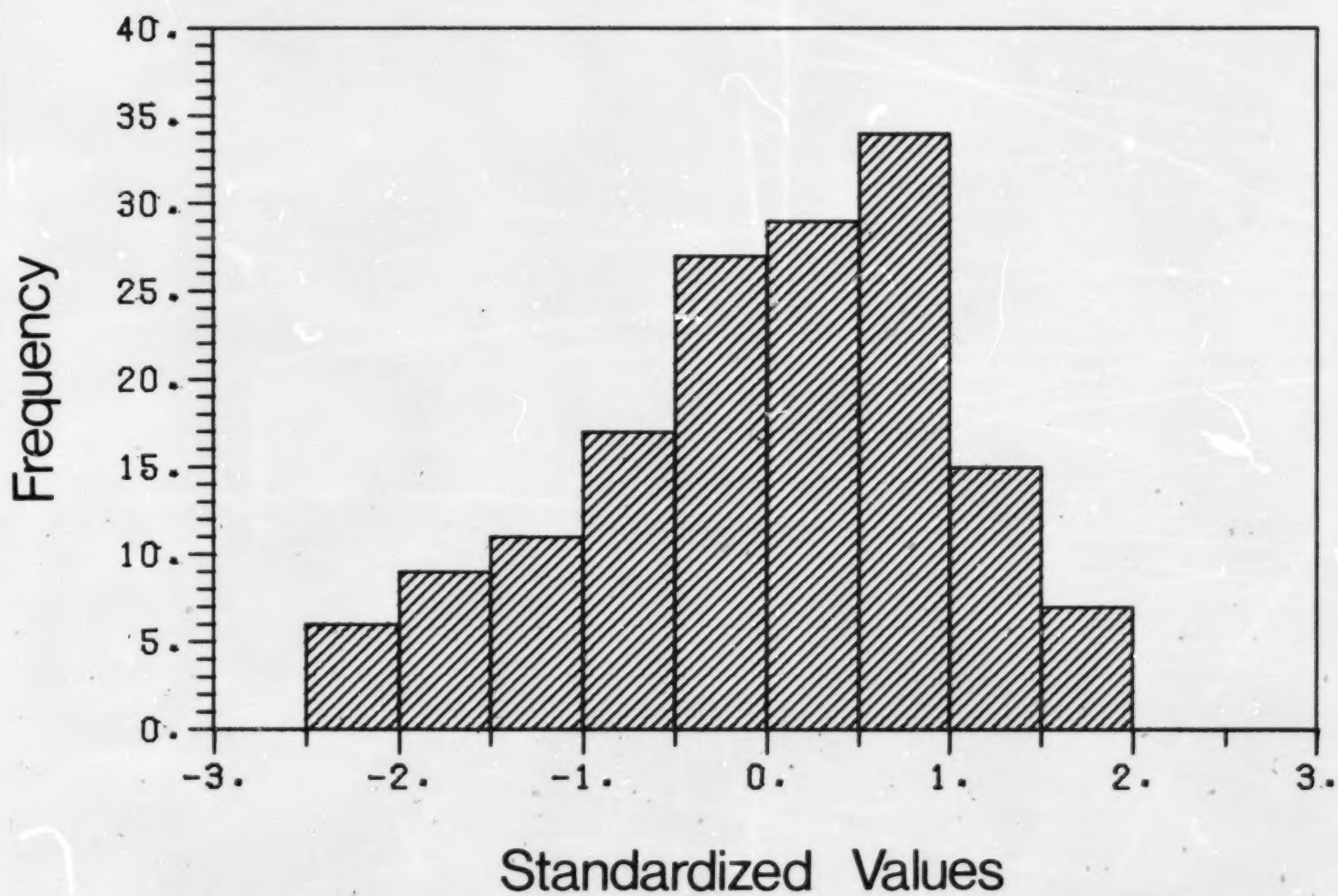


Figure 1. Teacher Job Satisfaction

The relation of internal consistency to reliability in general and to validity can be difficult to understand. A composite whose constituents have high internal consistency may or may not possess high test-retest reliability. Conversely, a composite that has high test-retest reliability may have low internal consistency. Any composite that measures a homogeneous construct should rightfully be expected to have high internal consistency, but a composite that measures a construct which combines several facets which are empirically unrelated should not necessarily have high internal consistency, as noted by Cronbach and Meehl (1955)³. Several of the composites used in Phase I fit the latter description, and, accordingly, should not be expected to have high internal consistency.

³ Cronbach, L. J., & Meehl, P. E. Construct validity in psychological tests. Psychological Bulletin, 1955, 52, 281-302.

Appendix A

Job Satisfaction Survey

Directions: Please indicate your feelings of satisfaction with your job situation. For each item answer by indicating the phrase which most accurately describes your feelings. Use the code below and rows 1-50 of answer sheet B.
Note: principals should omit the first ten questions.

- (0) = Not satisfied
- (1) = Somewhat satisfied
- (2) = Satisfied
- (3) = Quite satisfied
- (4) = Very satisfied

How satisfied are you with:

1. the professional competence and leadership of your building administrators?
2. the ability of your building administrators to encourage people to work together?
3. the manner in which school policies and regulations are enforced?
4. the recognition you receive from your building administrators for your teaching achievements?
5. the procedures used to evaluate teachers in your school?
6. the fairness of the building administration in the assigning of extra duties?
7. the opportunities provided to discuss problems with building administrative personnel?
8. the trust you have in your building administrators?
9. the administrators' trust in you?
10. the innovativeness of your building administrators?
11. the personal and social relationships you have with other teachers?
12. the recognition you get from other teachers for your work?
13. the quality of work of other teachers in your school?
14. the amount of work done by other teachers in your school?

15. teaching, in light of what you expected to be doing as a teacher?
16. your future in your school district?
17. your opportunities for growth in your profession?
18. your school as an organization to work for?
19. the professionalism your school district shows toward teachers?
20. the degree of your involvement in your school?
21. the general reputation of your school?
22. the opportunities that you have to influence school policy?
23. your awareness of what is "going on" in your school?
24. the goals emphasized by your school?
25. the amount of money you make?
26. the salary schedule and fringe benefits in your school district?
27. the physical facilities of your school?
28. the number of students accommodated in your school?
29. the availability of appropriate instructional materials and equipment?
30. the arrangement of space and equipment in your school?
31. the amount of preparation time provided for teachers in your school?
32. the custodial services provided in your school?
33. the quality of the work you do?
34. the extent to which you are motivated by your job?
35. the freedom that you have to experiment with instructional methods?
36. the intellectual stimulation that you receive from your work?
37. the opportunities that you have to teach in your major areas of interest?
38. the amount of work you are expected to do?
39. the amount of time that you actually spend in teaching?

40. the total time that you spend with students?
41. the number of students for whom you are responsible?
42. the extent to which you are able to meet your students' academic needs?
43. the extent to which you are able to meet your students' affective needs?
44. the quality of your interactions with your students?
45. the extent to which the community recognizes and appreciates its educators?
46. the adequacy of financial support provided your school by the community?
47. the understanding of your school's program by parents and the community?
48. the community's involvement in your school's program?
49. the methods used to communicate with the community about your school?
50. the methods used to report student progress to parents?

Appendix BOperations to do in HGENERAL

COUNT	HJOBSAT = HV52001 TO HV52050 (2,3,4)
ASSIGN MISSING	HJOBSAT (-99)
VAR LABELS	HJOBSAT, STAFF JOB SATISFACTION
VALUE LABELS	HJOBSAT (0) MIN. SATISFACTION (50) MAXIMUM SATISFACTION

Operations to do in CSCHOOL

ADD VARIABLES	CJOBSAT
COMMENT	CJOBSAT IS THE MEAN OF TEACHERS ON HJOBSAT

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